

Floral Street School  
Instructional Volunteer Training  
Responses from Feedback Form

There were a total of 139 forms that came back out of 940 that were sent home.  
There were 183 people who attended the Volunteer training and 91 responses. Of the 91 responses, 57 came back with strengths and weaknesses.

Question 1

Participating in this workshop will help me be a more effective classroom volunteer:

Agree Strongly	23
Agree	45
Neutral	18
Disagree	3
Disagree Strongly	1
Total	-----
	90 (one person did not answer)

Question 2

I found the information presented to be useful:

Agree Strongly	19
Agree	57
Neutral	9
Disagree	5
Disagree Strongly	1
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	91

Question 3

The presentation set clear expectations for volunteers:

Agree Strongly	22
Agree	60
Neutral	7
Disagree	2
Disagree Strongly	0
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	91

See following pages for comments.

### Strengths and/or Weaknesses of the Workshop

Comments from those who attended and strongly agreed on all three points:

- Well explained – gave good info on how to best help in the classroom
- Having volunteered twice since the workshop I feel that I knew what the teacher was expecting from me and the meaning of terms such as type 1 & 2 writing – which saved time during the lesson.
- I thought it moved along – was informative and didn't take long. I've been volunteering for 5 years and did learn a few new things regarding expectations by grade.
- I have volunteered for years at the elementary and middle school levels (in another district). I felt the training was useful and appropriate.
- Finally understand the John Collins system! Excellent presenters.
- How to deal with questions from children, problems with children and working appropriately with the teacher. It was too long; some of the items could have been omitted.
- Absolutely love the idea that there are no exceptions to participate if you want to volunteer. Margaret and Patty were very well prepared – it exceeded my expectations.
- The paperwork given out – the questions that were asked – the (time) to talk to each person after.
- I found the workshop to be quite informative and questions were answered without making anyone feel their question was silly or unimportant. I would try to hold the afternoon session in a different area other than the cafeteria. A little noisy, a little messy (but very low on the importance scale).
- I had not realized that there were different "Types" of writing. Learned something new!! The time (length) was a problem – with preschool pick up time!

Comments from those who attended and agreed on all three points:

- It was well done and the content was fine – it just needs to be shorter- some of the information does not need to be reviewed via slides. Having a packet to read at home makes more sense. Having this material ahead of time lets people come up with questions and these can be written down and sent in to be answered at the session – that way individuals may be more inclined to ask these questions rather than be embarrassed to inquire. I was happy to read this (not required to attend another session in future years) since I have done this 4 times in previous years.
- It was a very organized presentation that covered topics that we would need instruction on. It was very useful information, so as a volunteer, I feel more prepared.
- More time for discussions and sharing. Less time just sitting and looking at overheads.
- To understand FCA's was a big help. I can speak intelligibly to my sons now, I, therefore, can better help the students in class.
- Maybe a little long and repetitive but overall the time and effort put in is very much appreciated.

- It was informative and a good idea.
- My only comment is that because this was mandatory, one or two evening workshops should have been scheduled.
- It might help to present common scenarios regarding previous instructional volunteer experience. Might give a clearer picture of what is to be expected – both positive and negative.
- The workshop gave clear expectations in the areas it covered, focusing more on the different types of writing levels. That's an important area to cover because it can be confusing what the parent should be helping the child with in the classroom as to the level of correction on their paper. I would have liked to hear some discussion regarding math instruction. The subject was not brought up. It's difficult to cover all grades, but some general tips on how to get the kids to think of answers themselves first would be helpful, before a parent starts giving them too much of the answer with their help.
- Well organized! Great ideas!
- It's not always easy to go into a classroom and help the teacher. This was helpful to learn terminology and strategies used by teachers so when I am there I can help better.
- It was informative, however, too much information was given all at once about reading/writing program - possibly that could be another session for those specifically volunteering in this area.
- It was fine!
- Organized. Clearly presented and helpful in working with my children at home as well as in the classroom.
- The workshop accomplished the goals it established for itself. It's weakness was that it was perforce generic because the audience was interested in Grades 1-5. I hope that the teacher in the classroom I volunteer in will be specific about her requirements.
- It helped to hear examples of certain situations. I understand FCA's much better now.
- Was a bit long and reiterated info that we who have been volunteering already had experience with, however I do agree that it is great to discuss the confidentiality issue and the reading plans.
- Good overview of several priorities – might be too long between session and actual classroom volunteer opportunities.
- The workshop helped to get all volunteers on the "same page" regarding expectations of volunteering and also provided some good pointers for certain classroom situations.

Comments from those who attended and either strongly agreed or agreed on all three points:

- Able to write questions on a slip of paper, well organized.
- I thought the explanation of the John Collin's writing method was quite informative.
- Presentation was good and presented well by organizers. Writing and Reading information provided in the presentation may not provide full confidence whether the parent volunteer can do it or not. Another method of finding whether the parent

volunteer can do them or not would be good. Also, grouping parents as per the class would help other volunteers to know for the class they are representing and know the other parents.

- I think that the school is really trying hard to do its best for the students and this orientation was well presented
- We know what exactly is expected. Not fully able to cater to needs of students. Volunteers need to interact with teachers more to understand the process in class.
- I found the Q & A section of the workshop to be the most helpful; sometimes the written statements can be misunderstood.
- The strengths were definitely going over the different types of writing assignments, which not being a teacher, I had no idea. Also, I believe that touching upon the subjects of discipline and not talking about what goes on the classroom was very important.
- Information was a review but helpful.
- Good presentation – Power point materials helpful.

Comments from those who attended and agreed or was neutral or disagreed and disagreed strongly within the three points:

- It was too long.
- I thought the info. was put forth in such a way as to help parents with volunteering, but was redundant for those of us who have been volunteering weekly and monthly for many years! A lot of us had to attend a very similar training at Beal School when our kids were there.
- Have heard it before in the 3 training sessions that I have had to attend at Beal. This year I had to attend at Floral and yet again at Beal. It gets repetitive.
- Repetitive to parents of Beal and Floral students. Didn't take into consideration individuals experience or knowledge. Excellent way to keep track of volunteers and put them all on the same page.
- I feel the workshop could have been completed in about 20 minutes. It was too long. I attended the volunteer workshop at Beal and they covered the same material in under a half hour. Also –if you have children at different schools, you should only have to go to one meeting.
- I feel strongly that you should have a separate workshop for those parents who have been volunteering in the school district for the last 4 years. I really didn't learn anything new.
- Classroom volunteers come in to do very specific jobs for the teachers. Direction comes from your trained teachers weekly! Why not have volunteers sign a confidence contract for the kids sake!
- I felt this workshop was only for parents with first and second grade children. I probably won't be asked to read to the classroom for my 3<sup>rd</sup> and 5<sup>th</sup> grader. It was more of a reading specialist seminar.
- The greatest strength was the workshop showed that the school was very positive about the help of a volunteer. Though it provided a lot of information, the workshop did not

provide information clearly on how many volunteers would be required and where they would be required. Therefore, the expectations from the volunteer could not be set.

- As this is my third year at FSS, the workshop was an endorsement of experiences from previous years. The content was very comprehensive for a first timer.
- I think the concept of a workshop is good, but much of the information we have heard before. Also, I think the 1 \_ hours is a long time to be talking at people without any interactions or activities.
- Perhaps this workshop would be best for people who haven't volunteered before. After 5 years of volunteering, I felt little of the information was new to me.
- I have been in the classroom for 5 years as a volunteer so for me the information seemed redundant. For a first time volunteer it was probably more helpful. I must say I was very disappointed to see parents walk out during the training and feel very strongly that those individuals should not be allowed into the classroom.
- It serves the best interest of the students.
- There was a lot of information to process. This seemed as though we were being trained for a high paying job. The teacher should be the one to be correcting children's writings. Not an unqualified volunteer/aide unless that is what is in the job description.
- Explaining the writing program in detail; very clear about confidentiality – session was too long.
- It was an excellent point – stressing on student confidentiality.
- The presentation regarding confidentiality seemed to sound like a reprimand. I thought they could have discussed centers and volunteer's role at that time in the classroom.
- A little too long, possibly too much detail until actually in the classroom and exposed to situations this school year.
- Large group of people – I think it would be more helpful if the teacher you work with could orient his/her own group.

Comments from those who indicated that they did not believe they should have to attend an orientation: ( Only 3 people indicated that they should not have to attend an orientation)

- I have been a volunteer for 6 years, have done reading and small group math enrichment. I have always done what the teacher has asked. I have not broken the confidentiality of any classroom issues. I have heard the sessions were very basic and am interested in the feedback. I don't feel this should be imposed on volunteers who have done a good job and am concerned that this is not district wide but is a Floral policy (and Beal).
- I wish parents with teaching credentials, like myself, would be exempt. Anything specific to the school could be in a handout. I didn't find the Beal workshop to be of value and it was also at an inconvenient time of day when I would need to arrange childcare. Perhaps evening sessions would help? We had greater participation at Beal once we held sessions that were in the evening.
- I've volunteered at class parties, field trips for the past 6 years in my son's class. If I have to attend I will, but my time is very limited.

There were 15 who responded that indicated that they were not able to volunteer during the school day.